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CH 502
CHURCH HISTORY II
(Provisional)

Spring Semester 2005
ATS Florida
Tuesday 9:00-11:40 a.m.
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PURPOSE/DESCRIPTION

This course is an introduction to the development of Christianity from the Reformation to the modern period. Emphasis is placed on the central historical figures, movements, and theological issues, with attention given to their importance for Christian ministry today.

COURSE OBJECTIVES (See addendum)

SCHEDULE/OUTLINE

Part I. The 16th Century Reformations

Tue Feb 08 The Context of Reform in the 16th Century

Tue Feb 15 Martin Luther and German Reform

Reading: Story, 6-45

Reflection Paper Options:

Luther, "Christian Nobility," *Three Treatises*, 1-112

Luther, "Babylonian Captivity," *Three Treatises*, 113-260

Luther, "Freedom of a Christian," *Three Treatises*, 261-316

Tue Feb 22 Zwingli in Zurich and the Radical Reformers

The Marburg Colloquy: Eucharistic Theology and Worship

Drama

Reading: Story, 46-60, [86-109]

Reflection Paper Options:

Zwingli, "Lord's Supper," Bromiley, *Zwingli & Bullinger*,
176-238

Early Anabaptist Spirituality, ed. Liechty, 17-60 or 137-96

Video Option: "*The Radicals*"

Tue Mar 01 John Calvin, His *Institutes*, and Calvinism
Anglicanism and the English *Via Media*

Reading: Story, 61-85

Reflection Paper Options:

Calvin, *Instructions in Faith*

Thompson, *Liturgies of the Western Church*, 227-84

Jeremy Taylor, ed. Carroll, 427-504

George Herbert, ed. Wall, 53-115

Video Option: "*A Man for All Seasons*"

Tue Mar 08 New Catholic Orders and Tridentine Reform
Teresa of Avila **Discussion**

Reading: Story, 110-24
Discussion Reading:
Teresa of Avila, *Let Nothing Disturb You* (ed. Kirvan)
Reflection Paper Options:
Ignatius of Loyola, *Spiritual Exercises*
Teresa of Avila, *Interior Castle*
Ryan & Rybolt, eds., *Vincent de Paul and Louise de Marillac*, 83-118, 151-66 (Vincent)
Ryan & Rybolt, eds., *Vincent de Paul and Louise de Marillac*, 167-99, 225-59 (Louise)

Part II. The Church in Ages of Revolution and Reason

Tue Mar 15 The Aftermath of Reform and the Rise of Puritanism
Acts of Sedition **Drama**

Reading: Story, 132-63, [164-78], 196-204
Reflection Paper Options:
Richard Baxter, *The Reformed Pastor*
John Bunyan, *The Pilgrim's Progress*
John Locke, *The Reasonableness of Christianity*

SPRING READING WEEK (Holy Week)

Tue Mar 29 Protestant Scholasticism and the Enlightenment
Pietism and Evangelicalism
Pia Desideria **Discussion**

Reading: Story, 179-195, 205-16
Discussion Reading:
P. J. Spener, *Pia Desideria*
Reflection Paper Options:
Paul W. Chilcote, *Rediscovering the Wesleys' Vision*
John Wesley, *Sermons* (any three)
Whaling, J. & C. Wesley, 77-171, or 175-295, or 299-377

Tue Apr 05 NO CLASS

Tue Apr 12 Reform and Renewal Church History Quiz
The Roots of American Christianity **Quiz**

Reading: Story, 217-50, [262-81]
Reflection Paper Options:
Edwards, *Sinners in the Hands of an Angry God*
Charles G. Finney, *Principles of Prayer*
Andrews, ed., *Sisters of the Spirit* (any one of the accounts)
Video Option: "Wrestling With God" (A. Campbell)

Part III. A Truly Global Christianity

Tue	Apr 19	The Enigmatic 19 th Century The Birth of Global Mission The Rise of Classical Liberalism	
		Reading: [Story 1, 379-411], Story, 282-320 <i>Reflection Paper Options:</i> Ngugi, <i>The River Between</i> Video Option: “ <i>The Mission</i> ” F. Schleiermacher, <i>On Religion</i> , 1 st or 3 rd or 5 th Speech	
Tue	Apr 26	The Social Gospel Movement Slaves and Women in the Social Conscience	
		Reading: Story, 250-61 <i>Reflection Paper Options:</i> Howard Thurman, <i>Deep River</i> William Allen, <i>Slave Songs of the United States</i> Walter Rauschenbusch, <i>Theology of the Social Gospel</i> , 95-166 or 167-279 Walter Rauschenbusch, <i>Prayers of the Social Awakening</i> Frances Willard, <i>Woman in the Pulpit</i>	
Tue	May 03	The Dawn of the 20 th Century Dietrich Bonhoeffer and the Cost of Discipleship Christian Apologetics The Ecumenical Century	<i>Discussion</i>
		Reading: Story, 321-22, 330-97 <i>Discussion Reading:</i> Bonhoeffer, <i>Life Together</i> <i>Reflection Paper Options:</i> C. S. Lewis, <i>The Case for Christianity</i> M. L. King, Jr., <i>Why We Can't Wait</i> Lesslie Newbigin, <i>Truth to Tell</i> Mother Teresa, <i>Words to Love by . . .</i> Henri Nouwen, <i>In the Name of Jesus</i>	
Tue	May 10	Global Church History Quiz Global Christianity and Its Challenges Signs of Renewal and Hope Closing Eucharist	Quiz

RESOURCES

Required Texts:

Justo Gonzalez, <i>The Story of Christianity</i> , 2 (Story)	ISBN 0060633166
Teresa of Avila, <i>Let Nothing Disturb You</i>	ISBN 087793570X
Phillip J. Spener, <i>Pia Desideria</i>	ISBN 0800619536
Dietrich Bonhoeffer, <i>Life Together</i>	ISBN 0060608528

Supplemental Texts (in order of appearance):

Martin Luther, <i>Three Treatises</i>	ISBN 0800616391
G. W. Bromiley, ed., <i>Zwingli and Bullinger</i>	ISBN 066424159X
Daniel Liechty, ed., <i>Early Anabaptist Spirituality</i>	ISBN 0809104660
John Calvin, <i>Instructions in Faith</i>	ISBN 0664253148
Bard Thompson, ed., <i>Liturgies of the Western Church</i>	ISBN 0800614283
Thomas Carroll, ed., <i>Jeremy Taylor</i>	ISBN 0809104385
John Wall, ed., <i>George Herbert</i>	ISBN 0809122987
Ignatius of Loyola, <i>The Spiritual Exercises</i>	Any edition
Teresa of Avila, <i>Interior Castle</i>	Any edition
F. Ryan & J. Rybold, eds., <i>Vincent de Paul and Louise</i>	ISBN 0809135647
Richard Baxter, <i>The Reformed Pastor</i>	ISBN 1589600010
John Bunyan, <i>The Pilgrim's Progress</i>	Any edition
John Locke, <i>The Reasonableness of Christianity</i>	ISBN 0804703418
Paul W. Chilcote, <i>Rediscovering the Wesleys' Vision</i>	ISBN 0830827439
John Wesley, <i>Sermons</i>	Any edition
Frank Whaling, ed., <i>John & Charles Wesley</i>	ISBN 0809123681
Jonathan Edwards, <i>Sinners in the Hands of an Angry God</i>	ISBN 0875522335
Charles G. Finney, <i>Principles of Prayer</i>	ISBN 076422476X
William Andrews, ed., <i>Sisters of the Spirit</i>	ISBN 0253287049
Ngugi Wa Thiong'o, <i>The River Between</i>	ISBN 0435905481
Friedrich Schleiermacher, <i>On Religion</i>	ISBN 0521479754
Howard Thurman, <i>Deep River</i>	ISBN 0913408204
William Allen, <i>Slave Songs of the United States</i>	ISBN 1557094349
Walter Rauschenbusch, <i>Theology of the Social Gospel</i>	ISBN 0664253210
Walter Rauschenbusch, <i>Prayers of the Social Awakening</i>	Out of Print (Library)
Frances Willard, <i>Woman in the Pulpit</i>	
C. S. Lewis, <i>The Case for Christianity</i>	ISBN 068482373X
Martin L. King, Jr., <i>Why We Can't Wait</i>	ISBN 0451527534
Lesslie Newbigin, <i>Truth to Tell</i>	ISBN 0802806074
Mother Teresa, <i>Words to Love by . . .</i>	ISBN 0877932611
Henri Nouwen, <i>In the Name of Jesus</i>	ISBN 0824512596

Reference Works on Reserve:

Carol Lee Flinders, <i>Enduring Grace: Living Portraits of Seven Women Mystics</i>
K. S. Latourette, <i>A History of Christianity</i>
J. Lynch, <i>The Medieval Church</i>
Alistar McGrath, <i>Reformation Thought: An Introduction</i>
Paul Spickard & Kevin Cragg, <i>A Global History of Christians</i>
Williston Walker, <i>A History of the Christian Church</i>
Merry Wiesner, <i>Women and Gender in Early Modern Europe</i>
Timothy Yates, <i>The Expansion of Christianity</i>

REQUIREMENTS AND EVALUATION

1. General Class Participation (10%). Your lively and informed participation in all class activities is valuable for you and contributes to the edification of all. Active involvement in class will be taken into account in determining final grades. There are three formal discussions scheduled in the syllabus.

Tue, Mar 8	Teresa of Avila, <i>Let Nothing Disturb You</i>
Tue, Mar 29	Spener, <i>Pia Desideria</i>
Tue, May 3	Bonhoeffer, <i>Life Together</i>

It is important that you read, study, and inwardly digest the assigned discussion readings for these sessions. Come to the discussion with your own one page set of questions and/or observations, to be turned in following discussion. Sometimes these discussions will take place in small groups; sometimes within the context of the entire class.

2. Reflection Papers (40%). Each student is required to write/complete *two* Reflection Papers/Projects, from any two Parts of the course. Each assignment is due on the day indicated in the syllabus. No exceptions! There are many options, including participation in dramatic presentations. Lots of choices!! Each assignment is worth 20% of your final grade. The manners in which you may complete these options include:

1. *Reflection Paper*. In the syllabus you will note "Reflection Options." The many options are either selections of primary historical texts or videos. The Reflection Paper is essentially a 5-6 page (typed and double-spaced) historical/textual analysis of a "reading/video viewing" from these listings (or any other approved by the instructor). A "Guideline" for this exercise will be distributed on the first day of class.

2. *Creative Reflection*. Some of you may have a creative bent which you would like to exercise. Therefore, you may choose to do some sort of creative reflection on any one, but no more than one of these assignments. The dramas are considered to be creative exercises, so you cannot participate in more than one of the three dramatic options. "Creative reflection," however, is a term that covers a multitude of possibilities! You may wish to submit poetry, artwork, dramas, multi-media presentations of slides and/or music, liturgical items, etc., etc. The only stipulation associated with this option is that:

- A) you submit an "Abstract" of the text upon which you are reflecting (see Reflection Paper Guidelines), and
- B) you include a concise narrative in two pages, describing your project and its meaning in light of the text.

3. *History Comes to Life Drama*. You may choose to participate in a small group re-enactment of an important "historical" event or historical drama. There are three such opportunities (which may also require a reflective component):

- | | |
|-----------------|-----------------------------|
| A) Tue, Feb. 22 | <i>The Marburg Colloquy</i> |
| B) Tue, Mar 15 | <i>Acts of Sedition</i> |

4. *Individual Options*. Any other creative options can be explored in consultation with the instructor. You may wish to prepare a biographical "first person" presentation or a "traditional" lecture/presentation on a topic of interest. Feel free to broach your own ideas!

3. Quizzes (20%). There will be two objective quizzes that cover the material of each Part of the course. Each quiz will be valued at 10% of the final grade and will be administered:

Tue, Apr 12	Reform and Renewal Church History Quiz	Covering Story, 6-216
Tue, May 10	Global Church History Quiz	Covering Story, 217-397

4. Final Practical Project (30%). The final component of the course is a practical project, due no later than Tuesday, May 10. The purpose of this project is to translate your learning from the course into something that is relevant and pertinent to your ministry. The project can take many forms. You may wish to focus on a particular figure, event, or theme. You may wish to prepare a broad survey of an era or period. Whatever the focus of the project, the point is to bring the treasures of the past to life in your own contextual setting, to help the people you are called to serve fall in love with their story!

GRADING AND EVALUATION

Grading is based upon the following narrative criteria:

- A Exceptional work: surpassing, markedly outstanding achievement of course objectives
- B Good work: strong, significant achievement of course objectives
- C Acceptable work: basic, essential achievement of course objectives
- D Marginal work: inadequate, minimal achievement of course objectives
- E Unacceptable work: failure to achieve course objectives

Also note the catalog policy regarding application for "Incomplete" work (p. 29).

To use Kierkegaard's words, "a concluding unscientific postscript." I request that you pay special attention to those sections of the Student Handbook dealing with standards of conduct. These are important to the integrity of our community and the high ethical standards we expect of those who are preparing for Christian ministry. Abuse of these policies will be handled accordingly. In addition to these standards, it is important for you to realize that due dates will be strictly enforced, both for your good and for mine. If you encounter difficulties in the ordering of your tasks and responsibilities, the critical key is "talk to me!" In most cases you will find me extremely empathetic and supportive. I want to help you learn and progress toward your goals related to ministry. If you don't communicate your need for an "extension" before a due date, I have no recourse but to penalize you for late work. Please, talk to me!

Remembering. . .
constitutes the primary vocation of
the church.
Remembering is the chief activity of
Christians,
for remembering involves action
guided and empowered by the Holy
Spirit.
Remembering is a mode of worship
which impels the worshiper
to represent Christ in the world
as the agent of justice and love.

(John E. Booty)

*Prepare to meet some fabulous mentors in the faith
as we make our journey together!*

COURSE OBJECTIVES ADDENDUM

A. GENERAL LEARNING GOALS:

1. To understand and appreciate the Christian tradition so the student recognizes that our generation lives on the growing edge of a vast Christian heritage.
2. To grasp the normative historical expressions of the church that defined its community and mission, with applications to Christian ministry today.
3. To acquire basic factual knowledge of the persons, places, dates, events, and movements that shaped the history of the Christian Church.
4. To comprehend the issues that motivated the Church to develop its beliefs, practices, and structures and to grasp why, from time to time, the Church modified them.
5. To understand the evolution of Christian doctrine with respect to Scripture and tradition and to learn to discern between form and content.
6. To appreciate the importance of primary sources in their original contexts and the nature and effects of historical interpretation.
7. To view the Church's present ministry in the light of the prior beliefs and actions of the Christian community.
8. To evaluate one's Christian vocation in the light of the Christian tradition.
9. To gain insight into the nature and practice of Christian ministry.
10. To acquire insight into the multi-ethnic and cross-cultural nature of ministry.
11. To participate in the task of developing capable and effective Christian ministry and leadership for the contemporary church which will maintain its faithfulness to its vital heritage.
12. To locate the historical discipline within the broad spectrum of theological studies and develop sensitivities to the interrelationship of the biblical, historical, theological, and pastoral disciplines.

B. SPECIFIC LEARNING GOALS:

1. To identify the key historical periods of the Reformation and Post-Reformation eras.
2. To understand the major Reformation traditions—Lutheran, Anabaptist, Reformed, and Anglican—and their theologians, especially in terms of faithfulness to the teachings of Scripture, the nature of the church, the sacraments, and soteriology.
3. To grasp the significant issues pertaining to salvation in the Protestant Reformation and understand the issues relating to Roman Catholicism.
4. To understand the Roman Catholic response to the Protestant Reformation, particularly the Council of Trent.
5. To recognize and evaluate the major issues involved in the church's ministries within the Christian community and its efforts to relate to the social and political structures of the modern world, remaining attentive to the insights of the humanities.
6. To explore the eighteenth-century Enlightenment's impact on the church.
7. To articulate the Puritan, Pietist, and Methodist traditions, and to develop an increased awareness of the significant contributions of Wesleyanism to the broader church.
8. To demonstrate an understanding of the First and Second Great Awakenings.
9. To understand the cultural and theological context of historical criticism and its effect on the nature and authority of Scripture.
10. To reflect on the problems and possibilities of church/state relations during this period.
11. To explore the interaction between church and culture, as the leading theologians developed their theologies, and with attention to the interaction of Western Christianity with non-Western theological traditions and cultural expressions of Christianity.
12. To survey the major religious cults, with a view to the students' future ministries in evangelism, nurture, and leadership.
13. To trace the rise of modern missions and how Christianity became a global religion.